



Long Middle

1010 West Greene Street
Cheraw, South Carolina

Grades	6-8 Middle School	
Enrollment	620 Students	
Principal	Dannie H. Blair	843-921-1010
Superintendent	Dr. John E. Williams	843-623-2175
Board Chair	Chad Vick	843-623-6768

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	Average
2007	Below Average	Below Average
2006	Below Average	Average
2005	Below Average	Below Average
2004	Average	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

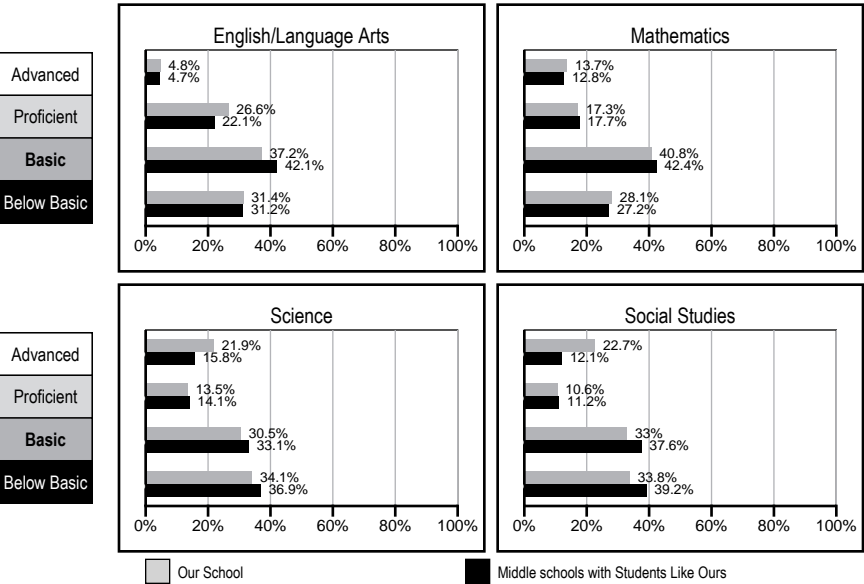
97.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	14	34	4

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	0	97.2
English 1	0	95.9
Physical Science	0	76.9
All Subjects	0	96.3

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=620)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No Change	18.8%	19.4%
Retention rate	0.5%	Down from 0.6%	1.6%	1.8%
Attendance rate	95.6%	Down from 96.0%	95.7%	95.8%
Eligible for gifted and talented	17.9%	Down from 19.4%	14.2%	15.3%
With disabilities other than speech	13.9%	Down from 14.8%	14.4%	12.9%
Older than usual for grade	1.3%	Up from 0.3%	3.4%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	5.0%	Up from 0.3%	0.6%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=43)				
Teachers with advanced degrees	53.5%	Down from 62.8%	52.5%	55.0%
Continuing contract teachers	83.7%	Up from 81.4%	72.5%	70.6%
Teachers with emergency or provisional certificates	7.3%	Up from 4.7%	5.9%	5.4%
Teachers returning from previous year	91.5%	Down from 92.6%	83.4%	83.4%
Teacher attendance rate	94.8%	Down from 95.9%	94.8%	94.9%
Average teacher salary	\$44,194	Up 1.1%	\$44,261	\$44,706
Professional development days/teacher	14.5 days	Up from 12.0 days	11.4 days	11.8 days
School				
Principal's years at school	14.0	No Change	3.0	3.0
Student-teacher ratio in core subjects	19.4 to 1	Up from 18.5 to 1	19.1 to 1	20.1 to 1
Prime instructional time	88.8%	Down from 89.1%	88.9%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	97.8%	98.0%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil*	\$6,308	Up 18.4%	\$6,983	\$7,097
Percent of expenditures for instruction*	70.7%	Down from 72.8%	64.8%	64.4%
Percent of expenditures for teacher salaries*	65.3%	Down from 70.4%	60.6%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

In 2007-2008, students participated in academic and extracurricular activities which included the following: PACT scores improved in all grades. During Solo and Ensemble competition, 31 students received "superior" and/or "excellent" ratings, with five students qualifying for All-Region Band. The band earned an overall superior rating during the Concert Festival. Twelve students qualified for National History Day competition. Nine students were designated as Junior Scholars. Thirteen students were identified as TIP scholars, and two students were named TIP State winners through Duke University. Three students were named District Young Writers. One student earned the Superintendent's Art Award, and another student earned the Solicitor's Art Award. One student was named the 1st place State Wrestler. Our school, one of 16 middle schools, continued to participate in SEER (State Education Environmental Roundtable), a cooperative effort to improve student learning by integrating the environment into K-12 curricula and school reform.

Staff members attended math, social studies, science, and writing conferences, as well as a workshop for learning differentiation strategies. The South Carolina Middle School Conference was attended to enhance efforts in the classroom. Six teachers participated in "Take One," a professional development strategy associated with National Board Certification. Six teachers attended single gender training to teach single gender classes.

Students showed significant gains through Single Gender classes, our Inclusion program, Reading/Math Renaissance programs, and MAP (Measure of Academic Progress). The number of volunteers and chaperones increased to work in the library, classroom, and to be test monitors. Two authors, Mychal Wynn and Terry Ward Tucker, visited our school to inspire students concerning goal setting and writing. One other historian, Kitty Wilson Evans, visited 8th grade students to portray Sojourner Truth, an abolitionist.

Dannie H. Blair, Principal
Lanny Rayfield, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	48	196	180
Percent satisfied with learning environment	100.0%	79.9%	82.7%
Percent satisfied with social and physical environment	97.9%	83.5%	74.9%
Percent satisfied with school-home relations	89.6%	86.7%	74.2%

* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 13 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	14.1%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.9%	0.0%	No
Student attendance rate	95.6%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	610	100	31.4	37.2	26.6	4.8	40.5	42.6	48.2	No	Yes
Gender											
Male	332	100	38.3	36.4	23.1	2.2	32	35.9	41.7	N/A	N/A
Female	278	100	23.2	38.2	30.7	7.9	50.6	49.6	55	N/A	N/A
Racial/Ethnic Group											
White	292	100	22.6	33.7	36.6	7.2	53.8	53.3	60	Yes	Yes
African American	307	100	40.3	40.6	16.7	2.4	27.3	28.2	31.7	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	86.7	70.4	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	27.8	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	87	100	72.6	22.6	4.8	0	7.1	12.8	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	30.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	355	100	41.3	38.6	17.7	2.4	28.4	31.9	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	610	100	28.1	40.8	17.3	13.7	41.9	41.8	45.8	No	Yes
Gender											
Male	332	100	33.2	37.7	15.2	13.9	37.3	39.9	45.6	N/A	N/A
Female	278	100	22.1	44.6	19.9	13.5	47.2	43.8	45.9	N/A	N/A
Racial/Ethnic Group											
White	292	100	15.1	39.8	25.1	20.1	57.3	54	59	Yes	Yes
African American	307	100	41.6	42	10.6	5.8	25.9	25.4	26.9	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	86.7	71.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	23.7	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	87	100	67.9	25	2.4	4.8	11.9	15.3	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	30.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	355	100	38.3	43.1	11.1	7.5	28.7	31.4	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group											
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	405	99.8	34.1	30.5	13.5	21.9	35.4	31.1	35.7	95.6	95.7
Gender											
Male	217	99.5	36.6	26.8	13.2	23.4	36.6	31.7	37.4	95.5	95.5
Female	188	100	31.3	34.6	14	20.1	34.1	30.6	33.8	95.8	95.9
Racial/Ethnic Group											
White	196	100	21	32.8	15.6	30.6	46.2	42	49.2	94.8	95.4
African American	200	99.5	48.1	28	11.6	12.2	23.8	16.7	17	96.4	96.1
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	90.9	58	97.8	96.9
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	11.1	24.9	98.5	96
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	90.2	95.4
Disability Status											
Disabled	59	98.3	76.8	14.3	5.4	3.6	8.9	11.3	14	94.5	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	18.2	24.4	99	96.7
Socio-Economic Status											
Subsided meals	235	99.6	44.5	32.1	9.2	14.2	23.4	22.3	21.1	95.2	95.3
Social Studies											
All Students	400	100	33.8	33	10.6	22.7	33.2	30.3	34	95.6	95.7
Gender											
Male	215	100	35.6	29.3	11.1	24	35.1	31.7	36.6	95.5	95.5
Female	185	100	31.7	37.2	10	21.1	31.1	28.8	31.3	95.8	95.9
Racial/Ethnic Group											
White	182	100	26	29.9	13.6	30.5	44.1	39.9	44.5	94.8	95.4
African American	209	100	41.6	35.6	6.9	15.8	22.8	17.5	19.1	96.4	96.1
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	97.8	96.9
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	17.1	27.5	98.5	96
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	90.2	95.4
Disability Status											
Disabled	59	100	66.7	22.8	3.5	7	10.5	13.8	14.4	94.5	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	21.1	27.3	99	96.7
Socio-Economic Status											
Subsided meals	231	100	43.9	31.8	8.1	16.1	24.2	21.3	21	95.2	95.3

* Adj - Adjusted to account for natural variation in performance.

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	196	99.5	31.4	34	27.7	6.9	34.6
	7	230	100	41.5	33.6	20.3	4.6	24.9
	8	211	100	25.1	46.4	21.7	6.8	28.5
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	189	100	30.6	37.2	28.9	3.3	32.2
	7	195	100	28.6	33.3	31.2	6.9	38.1
	8	226	100	34.6	40.7	20.6	4.2	24.8
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	196	99.5	23.4	36.2	21.8	18.6	40.4
	7	230	100	33.2	41.9	13.4	11.5	24.9
	8	211	99.5	25.6	50.7	15	8.7	23.7
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	189	100	30	32.2	22.8	15	37.8
	7	195	100	21.2	42.3	15.9	20.6	36.5
	8	226	100	32.7	46.7	14	6.5	20.6
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	97	99	43.5	30.4	10.9	15.2	26.1
	7	230	100	36.4	33.2	14.7	15.7	30.4
	8	106	100	31.1	44.7	18.4	5.8	24.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	96	100	44.3	26.1	9.1	20.5	29.5
	7	195	99.5	25.9	32.3	16.4	25.4	41.8
	8	114	100	40.2	30.8	12.1	16.8	29
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	98	100	14.7	33.7	23.2	28.4	51.6
	7	230	100	41.5	38.7	8.8	11.1	19.8
	8	105	99.1	24.3	59.2	11.7	4.9	16.5
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	93	100	15.2	33.7	16.3	34.8	51.1
	7	195	100	41.3	25.4	6.9	26.5	33.3
	8	112	100	36.4	45.8	12.1	5.6	17.8

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